

Name _____ Date _____ Teacher _____

Second Grade Module 7: Mid Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
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Module 7: Mid Module Assessment					
Question	Domain		Standard		
	Number and Operations – Base Ten	Measurement and Data	2.NBT.5	2.MD.8	2.MD.10
1	1 2 3 4	1 2 3 4	X	X	
2	1 2 3 4	1 2 3 4	X	X	
3		1 2 3 4			X
4	1 2 3	1 2 3	X	X	

Domain Score	Number and Operations – Base Ten		Measurement and Data	
Total Points				
Level	4	11 points	4	14-15 points
	3	8-10 points	3	10-13 points
	2	5-7 points	2	6-9 points
	1	3-4 points	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 7: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Clusters and Standards Addressed

Use place value understanding and properties of operations to add and subtract.

- 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Work with time and money.

- 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

- 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.